

AS HISTORY 7041/2C

The Reformation in Europe, c1500–1564

Component 2C The origins of the Reformation, c1500–1531

Mark scheme

June 2019

Version: 1.0 Final

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this mark scheme are available from aqa.org.uk

Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, i.e. if the response is predominantly Level 3 with a small amount of Level 4 material it would be placed in Level 3 but be awarded a mark near the top of the level because of the Level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

System Name	Description
?	Questionable or unclear comment or fact
^	Omission – of evidence or comment
Cross	Inaccurate fact
H Line	Incorrect or dubious comment or information
IR	Irrelevant material
SEEN_BIG	Use to mark blank pages or plans
Tick	Creditworthy comment or fact
On page comment	Use text box if necessary to exemplify other annotations and add further comment. Always provide a text box comment at the end of each answer.

The Reformation in Europe, c1500–1564

Component 2C The origins of the Reformation, c1500–1531

Section A

- 01** With reference to these sources and your understanding of the historical context, which of these two sources is more valuable in explaining the attitudes of reformers towards religious images? **[25 marks]**

Target: AO2

Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within the historical context.

Generic Mark Scheme

- L5:** Answers will display a very good understanding of the value of the sources in relation to the issue identified in the question. They will evaluate the sources thoroughly in order to provide a well-substantiated conclusion. The response demonstrates a very good understanding of context. **21–25**
- L4:** Answers will provide a range of relevant well-supported comments on the value of the sources for the issue identified in the question. There will be sufficient comment to provide a supported conclusion but not all comments will be well-substantiated, and judgements will be limited. The response demonstrates a good understanding of context. **16–20**
- L3:** The answer will provide some relevant comments on the value of the sources and there will be some explicit reference to the issue identified in the question. Judgements will however, be partial and/or thinly supported. The response demonstrates an understanding of context. **11–15**
- L2:** The answer will be partial. There may be either some relevant comments on the value of one source in relation to the issue identified in the question or some comment on both, but lacking depth and have little, if any, explicit link to the issue identified in the question. The response demonstrates some understanding of context. **6–10**
- L1:** The answer will either describe source content or offer stock phrases about the value of the source. There may be some comment on the issue identified in the question but it is likely to be limited, unsubstantiated and unconvincing. The response demonstrates limited understanding of context. **1–5**
- Nothing worthy of credit. **0**

Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Students must deploy knowledge of the historical context to show an understanding of the relationship between the sources and the issues raised in the question, when assessing the significance of provenance, the arguments deployed in the sources and the tone and emphasis of the sources. Descriptive answers which fail to do this should be awarded no more than Level 2 at best. Answers should address both the value and the limitations of the sources for the particular question and purpose given.

In responding to this question, students may choose to address each source in turn or to adopt a more comparative approach in order to arrive at a judgement. Either approach is equally valid and what follows is indicative of the evaluation which may be relevant.

Source A: in assessing the value of this source as an explanation, students may refer to the following:

Provenance and tone

- this is written by Andreas Carlstadt. In 1521, Carlstadt was Luther's superior at Wittenberg University where Luther was Professor of Theology. In Luther's absence following the Diet of Worms, Carlstadt introduced radical reform including the removal of images from churches. There is value in showing how other preachers/theologians immediately set about exploiting Luther's breakthrough
- there is value in showing the typical methodology of reformers. The reliance upon scripture to prove or disprove arguments, in this case with reference to the first commandment concerning false images
- the tone is uncompromising. Images are 'wrong', the removal of them is 'good'. Other words chosen appear designed to instil fear, images bring 'death'; churches containing images are 'murderers' caves'. From this we can see how division quickly emerged in Protestant ranks through the speedy establishment of entrenched positions.

Content and argument

- Carlstadt argues the worship of images is incorrect as it has no scriptural basis. We gain insight into a well-argued feature in the perspective of some reformers that nothing should come between God and man
- the source has value in demonstrating a particular line of thought which, in part, led to estrangement from Luther and which, as Luther feared, would have the outcome of public disorder. Images were associated with the superstition of the medieval church and Carlstadt was taking a view generally adopted by the Zwickau prophets
- there is value in the date of this source so soon after the Diet of Worms. This demonstrates Carlstadt's desire to move quickly in bringing about change. Luther, in hiding, looked on in horror and returned to Wittenberg to stabilise the speed of change, ultimately leading to Carlstadt's expulsion from Saxony.

Source B: in assessing the value of this source as an explanation, students may refer to the following:

Provenance and tone

- this is a work from Luther which was stimulated by what he regarded as the reckless behaviour of Carlstadt and the Zwickau prophets
- the tone is challenging, 'I defy you to prove the opposite'. It is typically unequivocal, images, 'are to be tolerated' but the argument is even-handed
- in 1522, previous to publication, Luther had still been under the protection of Frederick of Saxony, it was the actions of the Zwickau prophets that forced him to break from that, as he feared the direction hotheads like Carlstadt were taking the reformation.

Content and argument

- Luther feared misinterpretation of scripture might lead to, 'misleading laws, fictitious sins', he had concerns about disorder, evident in his decrying of the Zwickau prophets
- as always Luther uses the scriptures to justify his position, the 'Law of Moses'. Luther clearly does not like images but the use of crucifixes is allowable because they are literal depictions. Images of God, on the other hand, are idolatrous
- the source shows the divisiveness of the reformers, 'I defy you to prove the opposite'. Luther suggests that some images are scriptural but that image breaking may also be justified on occasions. Answers might point out that Luther and Carlstadt had been friends but Luther began to perceive Carlstadt as a fanatic.

In arriving at a judgement some may argue in favour of Source A pointing out that Carlstadt, and other radicals such as Anabaptists, wanted quick action and transformation; image breaking provided a vehicle for showing visible change. Therefore, this source provides an unequivocal stance. Luther was in favour of debate and a slower process, therefore Source B is more measured and nuanced. The specific issue around image breaking provides a microcosm for a much wider debate about the nature of the Reformation, the speed of change and the origins of such differences. Both sources use a similar device (The Bible/The 10 Commandments) to uphold their positions and yet both reach differing conclusions regarding religious images.

Section B

- 02** 'By 1517, corruption in the Catholic Church had weakened the importance of the Church in the daily life of ordinary people.'

Explain why you agree or disagree with this view.

[25 marks]

Target: AO1

Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Generic Mark Scheme

- L5:** Answers will display a good understanding of the demands of the question. They will be well-organised and effectively communicated. There will be a range of clear and specific supporting information showing a good understanding of key features and issues, together with some conceptual awareness. The answer will be analytical in style with a range of direct comment leading to substantiated judgement. **21–25**
- L4:** Answers will show an understanding of the question and will supply a range of largely accurate information which will show an awareness of some of the key issues and features. The answer will be effectively organised and show adequate communication skills. There will be analytical comment in relation to the question and the answer will display some balance. However, there may be some generalisation and judgements will be limited and only partially substantiated. **16–20**
- L3:** The answer will show some understanding of the full demands of the question and the answer will be adequately organised. There will be appropriate information showing an understanding of some key features and/or issues but the answer may be limited in scope and/or contain inaccuracy and irrelevance. There will be some comment in relation to the question. **11–15**
- L2:** The answer will be descriptive or partial, showing some awareness of the question but a failure to grasp its full demands. There will be some attempt to convey material in an organised way although communication skills may be limited. There will be some appropriate information showing understanding of some key features and/or issues, but the answer may be very limited in scope and/or contain inaccuracy and irrelevance. There will be some, but limited, comment in relation to the question and statements will, for the most part, be unsupported and generalist. **6–10**
- L1:** The question has not been properly understood and the response shows limited organisational and communication skills. The information conveyed is irrelevant or extremely limited. There may be some unsupported, vague or generalist comment. **1–5**
- Nothing worthy of credit. **0**

Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Arguments suggesting that by 1517, corruption in the Catholic Church had weakened the importance of the Church in the daily life of ordinary people might include:

- abuses within the Church were evident to ordinary people, leading to anti-clericalism. Local people could easily identify the absenteeism of their own priest. They could perceive the money being taken from them through the annual tax or tithe payable to the Church. The massive scale of the sale of indulgences in Germany was especially apparent
- Renaissance Popes were a particularly corrupt group, leading to anti-Papalism. Stories abounded which tarnished the reputation of Popes, such as Alexander VI, with ordinary people. The Italian Wars exaggerated the sense that the integrity of the office was tarnished and the corrupt reputation of the Medici or Borgia families was widespread
- the Church had a financial imperative. Therefore, abuses were thrown into sharp relief. Simony, pluralism and nepotism were not new but the need to raise money to fight the Italian Wars and build St Peter's Basilica created renewed exploitation of ordinary church goers.

Arguments challenging the view that by 1517, corruption in the Catholic Church had weakened the importance of the Church in the daily life of ordinary people might include:

- there was no evidence of widespread rejection of the Church. Previous calls for reform, by Wycliffe and Huss for example, had not built any momentum by the beginning of the 16th century
- popular piety appears to have been unaffected. People continued to go to mass and to follow the sacraments such as baptism. They accepted the need for good works and they could not conceive of a Church without the existence of a Pope in Rome. Rome remained a centre for pilgrimages
- specific corrupt practices were not a matter of controversy for most people. Even the trigger for Luther's protest, the sale of Indulgences, was widely accepted. Rather than resent the money taken from them, many perceived this trade off as a good deal and so it was not unpopular practise at all.

It is highly unlikely that many people regarded levels of corruption as any greater than previously. There was, however, a renewed urgency for the Catholic Church to raise money towards specific causes. In fact, this was not just sourced from the poor (indulgences) but also from the rich (simony). Therefore, it is possible to argue that corruption, whilst nothing new, appeared to be more acutely felt by a wider audience. Whilst many people would have heard about corruption, in general, their own circumstances more often than not, will have dictated continued adherence to Church practice unchanged and unchallenged from previously.

- 03** 'The printing press was the most important reason for the spread of Lutheran ideas in the years 1517 to 1525.'

Explain why you agree or disagree with this view.

[25 marks]

Target: AO1

Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Generic Mark Scheme

- L5:** Answers will display a good understanding of the demands of the question. They will be well-organised and effectively communicated. There will be a range of clear and specific supporting information showing a good understanding of key features and issues, together with some conceptual awareness. The answer will be analytical in style with a range of direct comment leading to substantiated judgement. **21–25**
- L4:** Answers will show an understanding of the question and will supply a range of largely accurate information which will show an awareness of some of the key issues and features. The answer will be effectively organised and show adequate communication skills. There will be analytical comment in relation to the question and the answer will display some balance. However, there may be some generalisation and judgements will be limited and only partially substantiated. **16–20**
- L3:** The answer will show some understanding of the full demands of the question and the answer will be adequately organised. There will be appropriate information showing an understanding of some key features and/or issues but the answer may be limited in scope and/or contain inaccuracy and irrelevance. There will be some comment in relation to the question. **11–15**
- L2:** The answer will be descriptive or partial, showing some awareness of the question but a failure to grasp its full demands. There will be some attempt to convey material in an organised way although communication skills may be limited. There will be some appropriate information showing understanding of some key features and/or issues, but the answer may be very limited in scope and/or contain inaccuracy and irrelevance. There will be some, but limited, comment in relation to the question and statements will, for the most part, be unsupported and generalist. **6–10**
- L1:** The question has not been properly understood and the response shows limited organisational and communication skills. The information conveyed is irrelevant or extremely limited. There may be some unsupported, vague or generalist comment. **1–5**
- Nothing worthy of credit. **0**

Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Arguments suggesting that the printing press was the most important reason for the spread of Lutheran ideas in the years 1517 to 1525 might include:

- translations of scripture into the vernacular provided accessibility. This represented a democratisation of God's word but also stimulated a sense of nation which further fuelled anti-Papalism
- the range of translations was vast. Although these included a German version of the New Testament in 1522 they were not just confined to dense texts but extended to hymns, service books and prayers. There was no longer any need for the mediation of a scholar or priest, this had a transformative effect in a relatively short space of time
- Luther fully grasped the potential of the printing press. His output of publications such as 'to the Christian Nobility of the German nation' was prodigious. He described this invention as a gift from God: he and other reformers worked tirelessly on translations to popularise the reformers' cause.

Arguments challenging the view that the printing press was the most important reason for the spread of Lutheran ideas in the years 1517 to 1525 might include:

- only 10% of the German population could read at this time. Literacy was confined mostly to urban areas. Most people responded not to the written word, but to sermons and visual images such as woodcuts
- the printing press was not brand new in the early 16th century. It had existed for 60 years prior to Luther without having spawned a reformed movement, moreover, its utilisation cut both ways, it could be used to counter reform
- Luther was primarily a preacher. Sermons remained the primary means of communication and Wittenberg was a training ground for evangelicals, Osiander and Zwingli for instance, not publishers.

A balance needs to be struck here between acknowledging that there was an explosion of publications but that these had limited impact upon ordinary people. The fact that libraries now began to swell with new publications was impressive but would have been lost on the vast majority. Moreover, access to the printing press was not the monopoly of reformers, or of Luther, it was also effectively utilised by counter reformers and the Catholic Church; this was never a one way process. A lack of mass education meant that the old ways, such as preaching, did not become redundant overnight. The potential of the press was evident to many, Luther included, but society needed to catch up with this modern phenomenon. However, the new technology clearly heralded a transformative moment. This was seized upon by not just Luther but also other reformers like Melancthon. Even if most people could not read, the texts could be and were read aloud for them and so the written word was passed around despite mass illiteracy.